DOCUMENT RESUME

ED 343 114 CS 010 891

AUTHOR Smith, Sandra A.
TITLE Increasing Positive Attitudes towards Recreational Reading.
PUB DATE Feb 92
NOTE 62p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Grade 3; Independent Reading; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Recreational Reading
IDENTIFIERS Reading Motivation

ABSTRACT

A practicum developed and implemented reading strategies to increase the positive attitudes toward recreational reading of a third-grade target group. The practicum focused on five central strategies for achieving objectives: alternative book reports, home leisure reading, guest reader program, read-aloud student response journals, and writing and publishing original works. Thirty minutes a day over a 12-week period were devoted to read-alouds and independent discussions as well as independent responses. Results revealed a successful increase in positive attitudes of the target group. Appendixes include a reading survey and data, sample forms, and suggested readings with related critical thinking questions and activities. (Five figures are included.) (SR)

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INCREASING POSITIVE ATTITUDES TOWARDS RECREATIONAL READING

by

Sandra A. Smith

A Practicum Report

Submitted to the Faculty of the Center for he Advancement of Nova University, in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

February/1992

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Abstract

Increasing Positive Attitudes Towards Recreational Reading.
Smith, Sandra A., 1992: Practicum Report, Nova University,
The Center for the Advancement of Education.
Descriptors: Recreational Reading/Reading Attitudes/ Reading Motivation/Critical Reading/Independent Reading/Children's Literature/Reading Aloud to Others/

The project described in this report consisted of reading strategies that were developed and implemented to increase the positive attitudes toward recreational reading of a third grade target group. The project focused on five central strategies for achieving objectives. Strategies included but were not limited to:

1. Alternative-book reports
2. home leisure reading
3. guest reader program
4. read-aloud student response journals
5. writing and publishing original works.

In order to accomplish the implementation of the project, the teacher set aside 30 minutes daily to initiate read-alouds and independent discussions as well as independent responses. Post-assessment results revealed a successful increase in positive attitudes of the target group. Appendices include a reading survey and data, sample forms, as well as suggested readings with related critical-thinking questions and activities.

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed Sandra Smith

Student's name

Minor contributions of a professional character and comparable nonprofessional assistance may also be acknowledged.

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CHAPTER I

Purpose

The target school is an urban school in the twelfth largest district in the southeast. It serves 1,049 children (542 males and 507 females) from early childhood through fifth grade. The campus also houses three full-time self-contained exceptional student classes, one educable mentally handicapped, one special learning disabilities, and one language and learning disabled. The children with special educational needs are also served by Chapter I reading and the LIFT program, as well as programs for the gifted, bi-lingual, and emotionally handicapped.

The social economic strata of the children is lower-middle to lower-lower class. There are 552 students who participate in the free lunch program. The number of single-parent families is 513. The majority of the parents is employed as blue collar workers. A small minority of the parents has a professional occupation.

The 43 kindergarten through fifth grade teachers instruct in self-contained classrooms which are heterogeneously grouped for ability, race and sex. The pupil-teacher ratio is in compliance with school board guidelines. The number of retentions for the 1990-1991

school year totaled 27. The retentions occurred in the primary grades with first grade retaining the majority.

The school site's main facility is structured into seven pod-like buildings housing four classrooms each. The buildings are positioned in a circular fashion with the media center in its center. A new multi-purpose building serves as a music suite and small auditorium. Sixteen portables are also located on campus to house classrooms.

The writer is a twenty-first year bachelor degreed teacher whose position at the school site is that of classroom teacher on a seven member, third grade team. Classroom duties involve the teaching of all academic disciplines within a self-contained setting. A present auxiliary duty of the writer is of staff development chairperson to the School-wide Discipline Committee.

At the beginning of the 1991-1992 school year, the researcher, as member of the third grade team, became concerned with the students' lack of positive attitude toward recreational reading. After collaborating with fellow team members of the target school, a plan of action for increasing recreational reading was instituted.

The writing of this project was prompted by the role of the writer as an educator and member of the target school's faculty and evidence that a problem existed with the third graders' attitude toward recreational reading. Research toward solving the problem was warranted.

It has been noted that the lack of a positive attitude toward recreational reading by the third grade students was a major concern of the third grade teachers at the target school. With the permission of the Coordinator of Evaluation of the District, a survey called the Elementary Reading Attitude Survey (ERAS) was given to a random selection of 80 third grade students. The survey provided a prompt indication of the children's attitude toward reading. The ERAS is comprised of separate subscales for recreational and academic reading. Students were administered the recreational reading portion of the ERAS. The administration of the measurement device and its scoring are fairly simple. Students are first familiarized with the four pictorial representations of the character, Garfield. Garfield's moods range from very happy to very upset. Students are encouraged to

be sincere and remember that they are to respond to how they feel, not to how Garfield may feel. The teacher reads the items aloud twice and the students mark their responses. Each item is then assigned 1, 2, 3, or 4 points, with a "4" indicating the happiest Garfield. The survey group's scores range from 0 to 40 points.

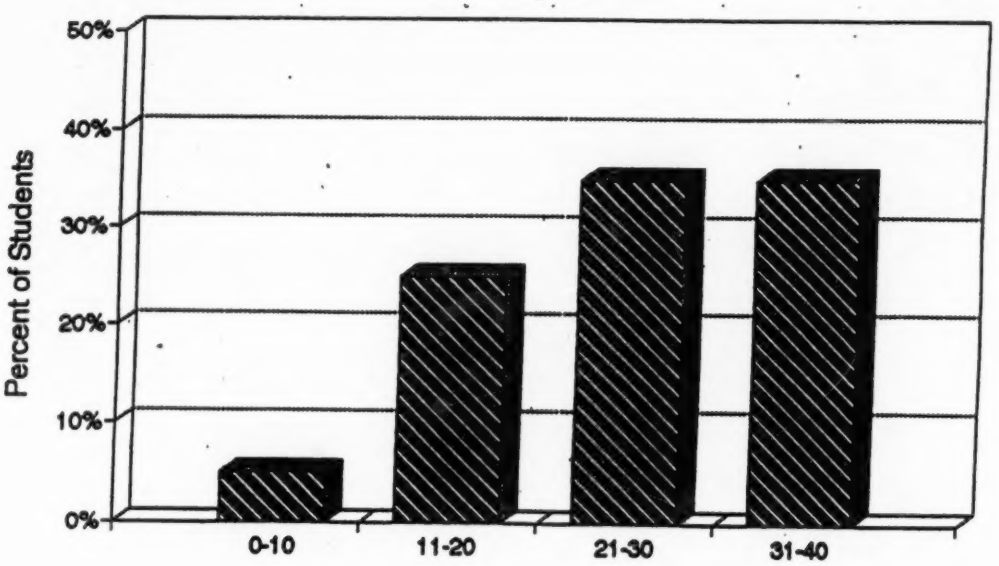

Figure 1

Total Group Survey Results
Number of Points
(ERAS)

1991-1992

Based on the ERAS, 70 percent of the children surveyed indicated a positive attitude toward recreational reading. Currently, 30 percent of the children surveyed indicated poor attitudes toward recreational reading (Appendix A:38-41).

On a Parent Survey, (Appendix B:42) 100 percent of the survey group's parents agreed that reading was important to their child's success as a student. However, 90 percent of the parents reported that their child sometimes to almost never read during leisure time at home (Appendix C:43).

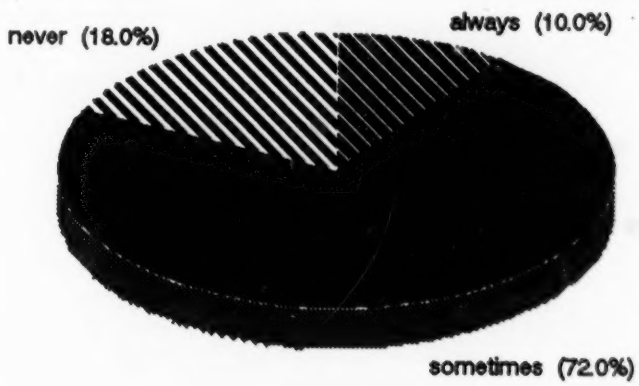

Figure 2

Leisure Time Reading While at Home

1991-1992

The need was to develop strategies for the 30 percent of the children surveyed to indicate positive attitudes toward recreational reading. Therefore, 100 percent of the students surveyed on the post-administration of the ERAS would indicate a positive attitude toward recreational reading.

The overall objective of this project was to increase positive attitudes toward recreational reading in the school's third grade target group. Five central objectives arose out of this goal.

Objective One	Over a period of 12 weeks, 100 percent of the target group will indicate a 40 percent increase in positive attitudes toward recreational reading as measured by the ERAS.
Objective Two	Over a period of 12 weeks, 90 percent of the target group will read

six books in school as evidenced by alternative-book reports, that is, student tape recordings, student-teacher conference, or art/drama activity.

Objective Three

Over a period of 12 weeks, 90 percent of the target group will read six books at home as evidenced by parent verification forms.

Objective Four

Over a period of 12 weeks, 90 percent of the target group will participate in critical thinking skills as evidenced by read-aloud student response journals.

Objective Five	Over a period of 12 weeks, 90 percent of the target group will write, illustrate and publish a book in the school's publishing center as documented by the number of books published.

CHAPTER II

Research and Solution Strategy

Research of the current and relevant literature revealed positive attitudes towards the need for children to engage in recreational reading. While reviewing the available research on the topic of recreational reading, studies were found that not only supported the value of leisure reading for children, but gave refreshing solutions and approaches to promote a rise in interest toward recreational reading in the schools. Most maintain voluntary reading will affect learning positively throughout a lifetime. Following the review of literature, selected strategies were chosen to use in designing a program to increase positive attitudes toward recreational reading among children.

Reading is a tool that facilitates success not only in school but also out of school. Reading opens many avenues to opportunity and pleasure. Experiences gained through reading give the reader interesting things to think about and talk about. Even with today's technological advances, reading retains a most

important place in helping to understand the world and bring life closer. Alarming figures have alerted educators to the growing number of illiterates and poor readers in the United States (Carbo, 1987). Smith, as cited by Kear and McKenna (1990) states that the reason most readers read and most nonreaders do not read is due to the emotional response to reading. Reading must become enjoyable and unstressful, so children will associate pleasure and good books (Carbo, 1987). Hence, a step towards becoming life-long readers is initiated.

The introductory statement of the 1985 National Institute of Education's Becoming a Nation of Readers states that:

> The knowledge is now available to make worthwhile improvements in reading throughout the United States. If the practices seen in the classrooms of the best teachers in the best schools could be introduced everywhere, improvements in reading would be dramatic.

Nine of America's leading reading specialists under the leadership of Richard Anderson compiled and published the U.S. Federal report. Of particular interest, Anderson et al. (1985) states that successful children spend time in independent reading focusing on classic as well as modern literature. Yet in some schools,

children often do not read more than a few pages or for more than five minutes at a time. The report also promotes the importance of reading aloud to students as a contributing factor for the knowledge necessary for future success in reading. The research is critical of heavy reliance of basal reading programs with workbooks and an overabundance of skill sheet activities, noting that up to 70 percent of time was given to reading instruction, compared to only seven or eight minutes given to silent reading. Certainly, conclusions may be reached that if the approaches of reading aloud and silent reading are of credit and mentioned in the report, teachers introducing the approaches enhance and encourage the nation's children to become proponents of reading.

Aspiring young readers don't read much in school or out of school as indicated by Trelease (1989). Trelease (1989) in his article, Jim Trelease Speaks On Reading Aloud To Children, reports that the pleasures of reading can most effectively be achieved by reading aloud. The author contends that reading aloud to children 15 minutes daily works to change negative attitudes toward recreational reading to positive ones.

The success of reading aloud is that it provides fun, while simple and cheap. The author reports on successful programs using the read aloud approach. A school in Iowa promoted an awareness program of reading aloud by hosting an overnight read-in planned by 50 parents. Kindergarten through Grade Four students brought sleeping bags to the school's multi-purpose room for an evening of silent reading, storytelling, read alouds, movie, and a breakfast. So successful, nearly half the school attended the following read-in. In New Jersey, a librarian hosted a 30 minute storytime offered to any interested student during lunch. The popularity of the event required recruiting volunteer readers to read to almost 100 students four times weekly. The children listened and ate on provided drop cloths. In Maryland, one county reported 27,000 students were read to by 1,400 adults during the year in the school system's guest reader program. Parents and volunteers read aloud to students while promoting positive role models from all walks of life.

In conclusion, Trelease (1989:203) says:

> ...reading to students can be considered "seed money" in reaching tomorrow's parents. The student who never sees or hears an adult

> reading aloud for pleasure is unlikely to grow up and read to children.

Some Principals Would Do Anything to Get Kids to Read is an article authored by elementary school principal, Linda L. Cowan (1991). Cowan instituted Project READ (Read Exciting Adventure Daily) in North Carolina. The key element of Project READ included 20 minutes every day of school-wide reading in which everyone reads, including janitors, secretaries, and other personnel, parental contracts agreeing to read to their children 15 minutes daily, as well as incentive activities and awards when reading goals were met. Cowan indicated that not only was there an increase in the time children spent reading, but also there was a dramatic rise in grades and test scores.

Cooper's (1990) article A Million Minutes Is a Lot of Reading describes an elementary school project in Massachusetts where students were challenged to read one million minutes during the school year. Students kept track of independent reading time. Reading at home and school, not counting regular assignments, were counted, along with reading to others or being read to. A hallway chart visible to students was used to track minutes. Cooper notes the level of enthusiasm and

interest in reading was high. The program's goal was reached and celebrated with a full-day celebration.

Marrow's (1987) article, Promoting Inner-city Children's Recreational Reading, reports on a project to promote voluntary reading among inner city children in summer recreational daycare centers. With the cooperative efforts of the New York's Public Broadcasting System and the Agency for Child Development, the author designed the daycare component and provided teacher training. The project, called "Rainbow Express Club", included 130 children, aged six to ten, in four summer centers. Incorporated into the program were the educational T.V. series "Reading Rainbow" videos, well-stocked library corners, teacher-directed literature activities, free choice time, and summary of the day. Marrow's data showed the increased use of books in all centers. During the first four weeks, children read 300 books, and 521 during the following four weeks. The researcher also notes that the teacher's presentation is a key for book choices. Thirty-five titles read by teachers were selected 418 times by the children and 30 titles featured in "Reading Rainbow" videos were read 215 times. Of

particular interest, the researcher noted 46 percent of the children preferred being read to by a teacher, while 34 percent preferred to view a story on video. Because of the positive results, the program expanded to include after school activities and is being added to 15 additional centers. Marrow further states that because regular literature activities and classroom library corners are not widely promoted, it's no wonder that many children choose not to read.

Burgess's (1985) article Modifying Independent Leisure Reading Habits At Home discusses Burgess's attempt to foster reading confidence and captivation among students by leisure reading at home. Burgess's procedure is easily adaptable to any reading program and easily changed to meet the needs of individual students. "Independent Home Reading Calendars" with an explanation of the program were sent to parents. Parents were to verify by signature on the calendar that the child had completed at least 10 minutes of independent leisure reading for each day. Students brought in calendars once a week and received stickers. Prizes were awarded at the end of the month. The

author found that most students enjoyed the program and wished to continue it.

Ayres and Wainess (1989) propose a cross-age independent daily reading program in the article Reader Pals to foster enjoyment of reading. Guidelines in planning the program include selection of the ages between participants, and, ideally, a quiet place for reading. The writers suggest that sharing reading is the contributing factor toward success of the Reader Pal program.

Fredericks (1982) notes in Developing Positive Reading Attitudes that the affective realms, including interests, attitudes, feelings, and emotions are essential to reading because it is then that the desire and will to read is kindled. Instruction which includes activities beyond the basal text is necessary in order for students to participate fully in reading. The author suggests activities such as a Book of the Month Newsreport, where books are reviewed by students. Fredericks also recommends having students design and produce books. Children may donate published books to the library or share with young readers.

There are many mediums for sharing zeal and enthusiasm for books with children, as well as motivating children to want to read for pleasure. Many teachers today use the best of each of many suggested methods and this is as it should be.

A common theme that is shared by most available research on independent reading is that of providing children with high-quality literature. Lifelong reading results from the participation of students in authentic reading, not isolated skill-based instruction with no application outside the classroom (Hiebert and Colt, 1989). The teacher must incorporate more literature into the reading program as a basic component (Anderson, 1984).

Kramer (1989) reports on a study of the acceptance of literature by children in the classroom in the article Do Children Accept Literature In The Classroom? Kramer reports on a study of 110 children from five different classrooms in grades four, five, and six which examined students' attitudes toward reading basals as opposed to children's novels. During the course of a one to two week period, the basal series were put aside and the children read a novel. Six

award-winning novels were selected to be read, questions and three to five vocabulary words were generated for each of the novel's chapters.

At the end of the school year, Kramer reported that when the children were surveyed, 110 children overwhelmingly preferred novels. Sixty-six percent of the children rated novels as excellent, while 12 percent rated basal stories as excellent.

Markle (1987) proposes in the article Developing Critical Thinking Skills Through Literature that analytical reading is a primary means of learning, yet children often receive little instruction in higher-order thinking and evaluating. The author suggests that with the use of literature, there are discussion events, and reaction to ideas. There is opportunity to interact with the reader and stimulate the ability to form visual images. Markle further states that writing journals or literature related activities involving application, synthesis, or evaluation will enhance meaningful learning. Markle concludes the article by stating that when the intellect is challenged, not only skills grow, but attitudes as well. Children feel good when able to express themselves with clarity and

confidence. It is then that children become lifelong readers.

Comer and Sawyer (1991) contend in "Growing Up With Literature" that because of today's technological advances, people are not always able to process rapid amounts of information in a meaningful way. The authors hold this true for adults as well as for children. Sawyer and Comer propose that early on, children strive for meaning, and feel that literature in education is a critical component of a child's development. The writers support the fact that books and literature can become the primary tools in building positive attitudes. Reading literature that mirrors a child's situation or is merely related to a similar situation can bring hope or help children to understand that they themselves are normal. Self-concept and self-esteem are developed. Literature also provides a means to develop solutions to problems, often by learning how the characters solve problems. Sawyer and Comer conclude by stating that pressure cannot force students to learn and succeed, nor to be curious and enthusiastic about books and literature. The desire to read emerges when children sense an interaction with

the art, imagery, humor, and empathetic characters in literature.

McCabe (1984) further states that educators must not be satisfied to develop readers solely adept on a literal or skill level, but must assume the responsibility of developing readers who can react and evaluate what has been read. McCabe suggests in the article Reading Critically: A Survival Skill that all too often basal readers present unrelated stories with each story presenting its own plot and set of characters. Because of the absence of a continuous story, the reader cannot internalize the material. McCabe says the lack of critical reading may eventually result in the capability of students to accept the written word unquestioningly in non-school settings in later life.

In order to promote and facilitate the positive attitudes toward recreational reading among the third grade target group, the writer of the proposal supports the following solution strategy:

1. daily 15 minute read-alouds using literature-based selections
2. student response writing journals

3. independent student reading 15 minutes daily
4. guest reader program
5. parent verification forms for students' leisure reading at home with incentive coupons
6. alternative school book reports: tape recordings, student-teacher conference, or art/drama activity
7. student-produced books

These seven strategy initiatives address the need for educational support in promoting positive attitudes toward recreational reading.

CHAPTER III

Method

Following the solution strategies in Chapter II, the implementation of this project attempted to increase positive attitudes toward recreational reading among the target group. An attempt was made to provide opportunities for students that would promote the enjoyment of reading.

In order to accomplish the implementation, the teacher set aside 30 minutes daily to initiate read-alouds and independent student reading. Daily read-alouds consisted of 15 minutes of oral reading by the writer using a variety of literature-based books. A related activity and a critical thinking question accompanied each selection (Appendix D:44-48). Students were given student response writing journals, so that the children could respond to the literature selection and critical thinking questions. The writer commented and responded weekly to the children's journals. During the remaining 15 minutes, students participated in independent reading. During this time, students read silently or with a partner, participated in literature related activities, as well as responded

to the literature selections in personal writing journals. Students also worked on alternative book reports. Upon completion of a book, students scheduled student-teacher conferences by placing a bookmark with the child's name on it in a small basket on the teacher's desk. A tape recorder with cassettes was made available so that children could tape record favorite parts of their self-selected book choices, or students chose to do an art or drama activity.

In a continuing effort to have students read outside of the school, the students were given six parent verification forms, (Appendix E:49) so that leisure reading at home could be evidenced by the parents. Incentive coupons encouraged students to read at home. Whenever a student returned a verification form, students selected one of the six incentive coupons (Appendix F:50) provided for each student.

In addition, the writer promoted a guest reader program. Students invited parents, school personnel, and other choice readers by writing a letter of invitation to come and read a story to the group. The writer supplied a cover letter (Appendix G:51)

explaining the guest reader program to accompany each student letter.

As a concluding activity, students wrote and illustrated their own self-interest books. Students were given an opportunity to brainstorm, pre-write, revise and edit, and illustrate their books. Books were published in the media center. Students were encouraged to share books with each other and perhaps donate to school's media center.

There were virtually no costs involved in the implementation of this proposal. Aside from cassette tapes and a tape recorder, which most schools have on hand, no other equipment was necessary. Customary art materials found in most classrooms sufficed. The read-aloud books were found in most school media centers or public libraries.

The primary role of the teacher, aside from daily read alouds, was to maintain and record student book reporting choices, (Appendix H:52) and parent verification forms, as well as respond to student journals. A photographic log was kept of guest readers.

Permission to implement the various programs was obtained from the target school's administration.

Timeline

Week One

- Explanation to students about the program, read alouds, and reporting methods.
- Students write letters
- Invite guest readers
- Distribute personal journals
- Distribute parent verification forms.

Week Two - Nine

- Implementation of program
- Daily Read Alouds
- Scheduling of guest readers
- Implementing literature-related activities
- Response to personal journals
- Maintain records of student book reporting methods

Week Ten - Eleven	- Continue implementation of program - Students begin to write and illustrate their own books
Week Twelve	- Students publish books - ERAS given to third grade target group.

CHAPTER IV

Results

The evaluation of this proposal was done at the end of the 12 week program duration. The evaluation was a totally objective comparison of scores recorded on the Elementary Reading Attitude Survey given in September, 1991 and scores recorded at the culmination of the implementation period. In the pre-assessment survey, 30 percent of the children scored 20 points or less out of a possible score of 40 points, thus indicating poor attitudes toward recreational reading. The goal was to increase ERAS scores by 40 percent. A post-assessment survey was administered in February, 1992. A comparison of the data (Appendix I:53-54) collected revealed that 100 percent of the target group showed attitudinal growth; while 90 percent of the students achieved optimum results of a 40 percent increase in positive attitudes toward recreational reading. The following figure depicts the total group results following the post-administration of the ERAS. In comparison to the first survey results (Figure 1), a definite increase in positive reading attitudes is revealed.

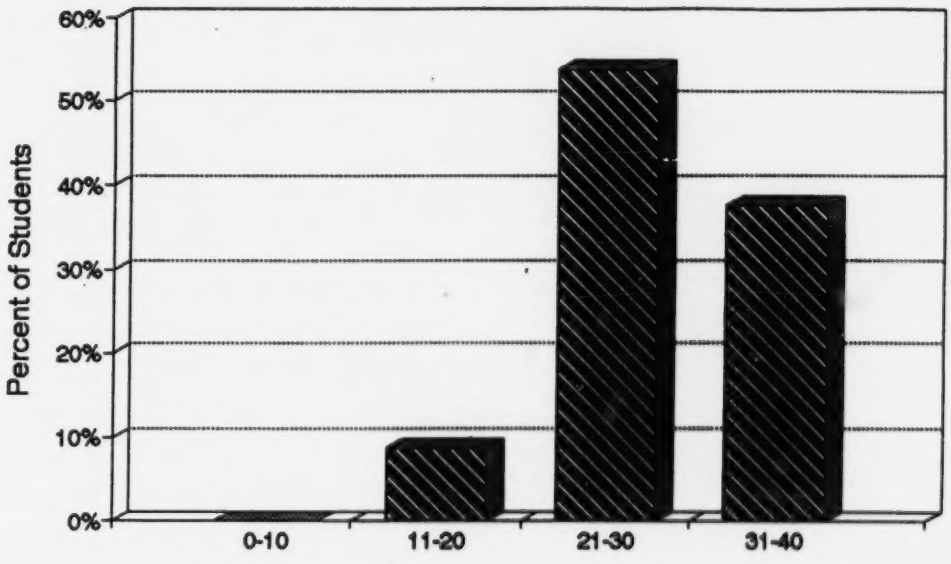

Figure 3

Post Group Survey Results
Total Number of Points
(ERAS)

1991-1992

Classroom record keeping revealed that 90 percent of the students had read six books in school as evidenced by alternative book reports. Choices of reporting varied among students. Among the alternative book reporting methods offered, 60 percent of the target group favored tape recording and teacher

conference equally, while 40 percent chose art activities as the medium of reporting.

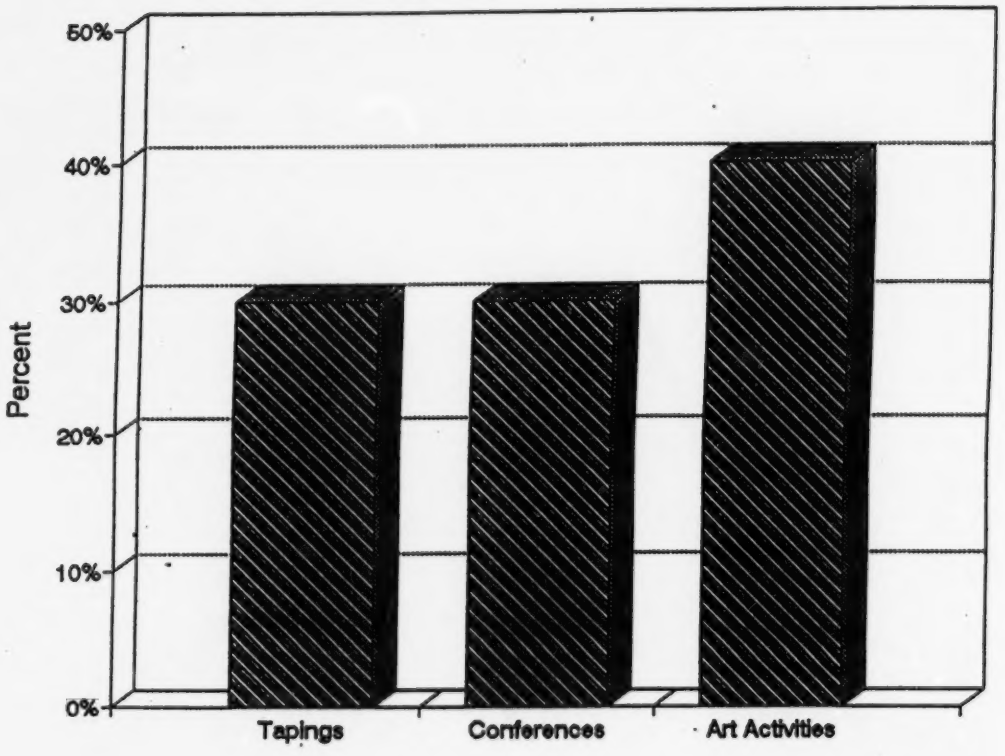

Figure 4

Alternative Book Report Choices

1991-1992

During implementation, students were given an opportunity to earn incentive coupons by returning parent verification forms evidencing leisure reading at home. Tabulation of parent verification forms revealed all but two students had read all six books at home. That is, 90 percent of the target group had achieved the objective of home reading as evidenced by parents. Coupons proved to be a wonderful incentive for children. Of the six coupon choices, a tally revealed that during the first two weeks of implementation, students chose the 15 minute free-time in the library as the first choice coupon, followed by grab bag surprise as the second choice.

Data compiled by the target school's media center showed a marked increase of library books on loan by the target group during implementation months.

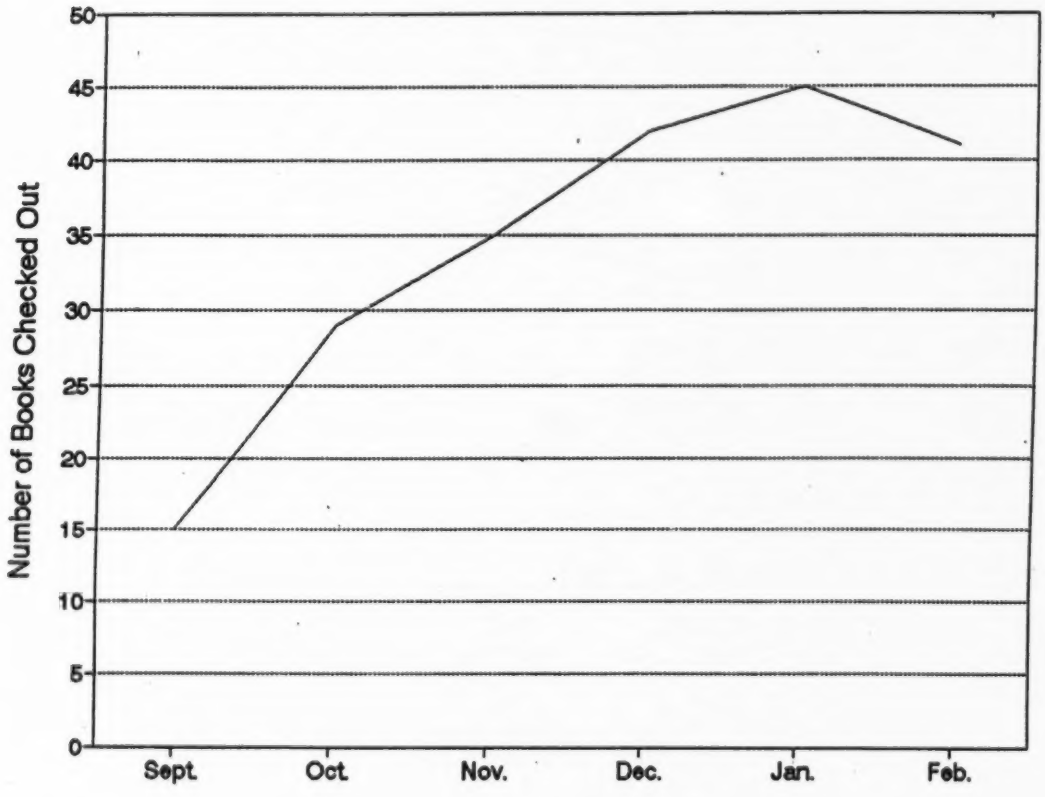

Figure 5

Library Books on Loan To Target Students During Implementation Period (November - February)

1991-1992

Careful monitoring of student journals revealed that 100 percent participated in critical thinking skills associated with the read-alouds. Approximately 20 percent of the group found difficulty in the pencil-paper tasks, yet were responsive orally. Although the objective was for 90 percent of the group to participate in critical thinking skills as evidenced by student response journals, only 80 percent achieved results through written journals.

In the last stage of the implementation phase, 100 percent of the students began the process of writing a book, however, no books were ready for publishing by the end of the twelfth week of implementation. The process remains on-going.

The guest reader program proved to be worthwhile and beneficial, and as an on-going activity, target students continue to choose readers and write letters. Invited readers have included the lunchroom manager, guidance counselor, P.E. coach, as well as other school personnel. One student chose Mrs. Barbara Bush as a guest reader and was anxiously awaiting a reply. A photographic log revealed 12 readers over a period of 12 weeks. The program is being continued after the

implementation period as demanded by student enthusiasm and guest reader response.

The most significant outcome of the project was the positive feelings of the students toward reading. The successful increase in ERAS scores and active participation in the strategies provided the writer with a positive response to the project.

CHAPTER V

Recommendations

Current evidence and research presents a powerful argument that a commitment to promote the enjoyment of reading is a worthwhile investment for schools. Teaching children to love books and reading helps them become more sensitive and resilient individuals and citizens of the world.

Since determination was made that the implementation strategy was successful, the strategy format should be used throughout the year, as well as in years to come. The strategies could be utilized most effectively throughout elementary school classrooms. With appropriate literature, strategies could be developed to work effectively with older students as well.

In a continuing effort to increase recreational reading among students, the researcher will share the project and results with faculty members and inservice teachers interested in employing the solution strategies. The project and results will be sent to the district's reading supervisor.

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Appendices

Appendix A

Total Number of Points for Each Student

	score totals			
	0-10	11-20	21-30	31-40
student 1			26	
student 2			29	
student 3				39
student 4		20		
student 5			23	
student 6			21	
student 7		18		
student 8				33
student 9				33
student 10			27	
student 11		19		
student 12				38
student 13				34
student 14			26	
student 15			30	
student 16			30	
student 17		12		
student 18			28	
student 19			29	
student 20				40
student 21				31
student 22				37
student 23		15		

	0-10	11-20	21-30	31-40
student 24	10			
student 25		18		
student 26				35
student 27		15		
student 28		18		
student 29			21	
student 30			24	
student 31				35
student 32			29	
student 33				34
student 34				32
student 35		20		
student 36	10			
student 37			26	
student 38			30	
student 39			30	
student 40			28	
student 41		18		
student 42		12		
student 43				40
student 44				31
student 45	10			
student 46		13		
student 47			21	
student 48				40
student 49		15		

	0-10	11-20	21-30	31-40
student 50		18		
student 51				35
student 52				31
student 53				40
student 54			26	
student 55				32
student 56				37
student 57			24	
student 58	10			
student 59		18		
student 60				35
student 61				31
student 62				40
student 63				40
student 64		12		
student 65		20		
student 66			26	
student 67			30	
student 68			30	
student 69				40
student 70				31
student 71		13		
student 72			21	
student 73			24	
student 74			29	
student 75				31

	0-10	11-20	21-30	31-40
student 76		11		
student 77			26	
student 78		19		
student 79			29	
student 80				40
Totals	4	20	28	28

Appendix B

Parent Survey

Check one.

1. My child reads during his/her leisure time at home.
   _____ always
   _____ sometimes
   _____ almost never

2. My child has adequate reading homework. (That is, actual reading with no pencil/paper activity)
   _____ always
   _____ sometimes
   _____ almost never

3. My child reads his/her library book to me.
   _____ always
   _____ sometimes
   _____ almost never

4. I read to my child.
   _____ daily
   _____ once a week
   _____ almost never

5. Reading is important to my child's success as a student.
   _____ agree
   _____ disagree

6. I would participate in verifying that my child has read at home on a weekly basis.
   _____ yes
   _____ no

.....

Permission Slip

_____ has my permission to participate in
name of child
planned reading enrichment activities.

_____
Parents Signature

Appendix C

Parent Survey

Check one.

1. My child reads during his/her leisure time at home.
   - 10% always
   - 72% sometimes
   - 18% almost never

2. My child has adequate reading homework. (That is, actual reading with no pencil/paper activity)
   - 18% always
   - 38% sometimes
   - 44% almost never

3. My child reads his/her library book to me.
   - 30% always
   - 44% sometimes
   - 26% almost never

4. I read to my child.
   - 13% daily
   - 56% once a week
   - 31% almost never

5. Reading is important to my child's success as a student.
   - 100% agree
   - 0% disagree

6. I would participate in verifying that my child has read at home on a weekly basis.
   - 100% yes
   - 0% no

.....

Permission Slip

_____ has my permission to participate in
name of child
planned reading enrichment activities.

_____
Parents Signature

Appendix D

Literature-based Selections, Critical Thinking Questions and Related Activities

First Novels	Critical Thinking Questions	Related Activities
Stuart Little by: E. B. White	Do you think Stuart's life would have been happier with a family of mice?	Make a shoe box diorama of Stuart Little's room.
Thank You, Amelia Bedelia by: Peggy Parish	Can you think of funny ways Amelia might have carried out other jobs around the house?	Draw and label four jobs Amelia did.
How To Eat Fried Worms by: Thomas Rockwell	Do you think your mother or father would help you eat worms by creating interesting ways to eat them?	Have groups write interesting worm recipes. Use cookbooks for ideas. Try some of the recipes on cooked spaghetti.

Folk tales and Tall tales	Critical Thinking Questions	Related Activities
Annie and The Old One by: Miska Miles	Can you think of three very special moments that you would freeze in time?	Using a box loom or a piece of cardboard, with slits on top and bottom, have each child use yarn to create a square weaving. Stitch squares together to create a Navajo blanket.
The Gift of the Sacred Dog by: Paul Goble	The Plains tribes had to look after the horse always. What do you have to look after?	Using a brown grocery bag, design a skin story. Cut bag in animal shape, crumple bag, then using paint and felt tip pens, make up a story using symbols.
The Legend of the Blue Bonnet by: Tomie De Paola	Can you think of a time when you gave up something you loved or really wanted? Why?	Have students choose a tall tales character and write a letter that the character might have wanted to send his parents during his adventures.

John Henry by: Ezra Jack Keats	John Henry was faced with a challenge. Can you think of one time you were challenged to do something?	Same as above.
Paul Bunyan and His Blue Ox by: Steven Kellogg	If you were as strong as Paul Bunyan, how could you help at home?	Continue as for The Legend of the Blue Bonnet
Pecos Bill and Slue-Foot Sue by: Steven Kellogg	1)Think of two things that would have happened if Pecos Bill had really ridden. 2)Can you think of another way Slue-Foot Sue could have stopped bouncing?	Same as above.

Fairy Tales	Critical Thinking Skills	Related Activities
The Ugly Duckling by: Hans Christian Andersen	Explain what beautiful means to you. What are different kinds of beauty?	Make a booklet of stories, drawings, pictures, etc. that you think are beautiful. Draw a swan on the cover.
The Wild Swans by: Hans Christian Andersen	How would you feel if your father didn't know you anymore, or anyone close to you didn't know you? What would you do?	Make a shadowbox, using a large box so that students can all contribute to a scene from The Wild Swans.
The Little Mermaid by: Hans Christian Andersen	How would the story be different if the Little Mermaid had wings instead of a fish tail?	Make a stuffed fish, the ocean was the Little Mermaid's home. Cut 2 copies of fish pattern, staple or glue all edges except the bottom. Stuff with crumpled newspaper and seal. Paint, let dry and hang by a string.
The Fir Tree by: Hans Christian Andersen	If the Fir Tree got another chance at life, what do you think it would change?	Draw and decorate a fir tree.

The Snow Queen by: Hans Christian Andersen	What do you think happened to Kay and Gerda as they grew up?	Make a mobile of the characters in The Snow Queen

Appendix E

Parent Verification Forms

Please fill out a slip each time your child completes a book during leisure time at home. Have your child return the slip to me.

(CUT HERE)

I VERIFY THAT _____ (NAME OF CHILD) READ _____ (NAME OF BOOK)

BY _____ (NAME OF AUTHOR) SIGNED _____ (SIGNATURE OF PARENT/GUARDIAN) DATE _____

(CUT HERE)

I VERIFY THAT _____ (NAME OF CHILD) READ _____ (NAME OF BOOK)

BY _____ (NAME OF AUTHOR) SIGNED _____ (SIGNATURE OF PARENT/GUARDIAN) DATE _____

(CUT HERE)

I VERIFY THAT _____ (NAME OF CHILD) READ _____ (NAME OF BOOK)

BY _____ (NAME OF AUTHOR) SIGNED _____ (SIGNATURE OF PARENT/GUARDIAN) DATE _____

(CUT HERE)

I VERIFY THAT _____ (NAME OF CHILD) READ _____ (NAME OF BOOK)

BY _____ (NAME OF AUTHOR) SIGNED _____ (SIGNATURE OF PARENT/GUARDIAN) DATE _____

(CUT HERE)

I VERIFY THAT _____ (NAME OF CHILD) READ _____ (NAME OF BOOK)

BY _____ (NAME OF AUTHOR) SIGNED _____ (SIGNATURE OF PARENT/GUARDIAN) DATE _____

(CUT HERE)

I VERIFY THAT _____ (NAME OF CHILD) READ _____ (NAME OF BOOK)

BY _____ (NAME OF AUTHOR) SIGNED _____ (SIGNATURE OF PARENT/GUARDIAN) DATE _____

Appendix F

FREE FREE FREE
MERIT
Name_____
FREE
BOOK MARK AND COVER
Name_____
15 MINUTES
FREE-TIME IN THE LIBRARY
Name_____
FREE NIGHT
NO HOMEWORK
Name_____
Lunch Pass
Eat with a friend in the classroom.
Name_____
GRAB BAG
SURPRISE
Name_____

Appendix G

Dear Guest Reader,

The enclosed letter has been written by a third grade student in my classroom. I am optimistic that you will read it and accept the invitation to read in Portable 14 at Crestwood Elementary School.

The objective of this Guest Reader program is to encourage the children to read through the use of YOU! The excitement of hearing you, a successful adult, read aloud will help to bring books to life and motivate the children to follow your example.

Reading is vital in most careers, I would like to convey this to my class with your assistance. I am hopeful that my class will learn the importance of reading in attaining and keeping jobs.

Please contact me at the school if you are willing to participate in our Guest Reader program.

We are anxiously awaiting your reply.

Sincerely,

Third Grade Class

Appendix H

My Book Record Keeping Chart

Name _____

Titles of Books I Have Read	Tape Recording	Conference with Teacher	Art Activity	Parent Verification
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
6. _____				
7. _____				
8. _____				
9. _____				
10. _____				
11. _____				
12. _____				

Appendix I

Total Number of Points for Each Student (ERAS)

	September Totals	February Totals
student 1	20	+28
student 2	18	+25
student 3	19	+29
student 4	12	+17
student 5	15	+21
student 6	10	+14
student 7	18	+26
student 8	15	+21
student 9	18	+23
student 10	20	+29
student 11	10	+15
student 12	18	+25
student 13	12	+21
student 14	10	+14
student 15	13	+18
student 16	15	+21
student 17	18	+35
student 18	10	12
student 19	18	+25
student 20	12	+17
student 21	20	+32
student 22	13	+21

	September Totals	February Totals
student 23	11	12
student 24	19	+24

+ 40 Percent Increase